SELF- EFFICACY, LIFE SATISFACTION AND WORK MOTIVATION AS PREDICTORS OF PROFESSIONAL COMMITMENT AMONG SECONDARY TEACHER EDUCATORS

A SYNOPSIS

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INTRODUCTION

Teaching is a profession indeed a noble one, conceptually and ideally. It is also different from other profession because of its multitude of dimensions. Teachers are the largest group engaged in human development activities. Only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. There is a daily need for teachers to fully engage in their work with not only their heads, but also with their hearts, indeed beauty, joy, and fulfilment are in the teaching profession. Teaching is more than the presentation of facts; it includes the dedication of both heart and time. Teacher education plays a crucial role to ensure high proficiency and quality of school education. Apart from other important factors, effective teacher education largely depends upon the quality of teacher educators engaged in imparting training to prospective teachers as well as in-service teachers. The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher. The people of a country are the enlarged replica of their teacher. They are the real nation builders and teaching has been considered as the noblest profession. Teacher educators are professionals vested with the responsibility of transforming person into professional educators through pre-service teacher education enabling them to further enrich and update their competencies and commitment through in-service and continuing education. Teacher educators should be quite proficient in the performance of their duties and commitment to the profession. They are responsible for creating a model environment in teacher education institutions with full dynamism and activities to ensure regular and intensive interaction with the community without which the training would remain incomplete. Teacher happy with his work find satisfaction in his life and plays a significant role in the upliftment of society. Eminent educationist Dr. Radha Krishnan considers the teachers place in society as of vital importance. He acts as the source of the traditions and technical skill, from generation to generation and helps to keep the lamp of civilization burning. Hence only a friendly, enthusiastic, satisfied, secure and well can contribute to the well being of his pupils.

The Kothari Commission (1964-66) has aptly opined in its report that nothing is more important than providing teacher's best professional preparation and creating satisfactory conditions of work in which they can be effective. In a society filled with conflicting responsibilities, commitment and life satisfaction has become a predominant issue in the workplace.

PROFESSIONAL COMMITMENT

Professional commitment is recognized as natural ingredient of teaching profession. Professional commitment refers to dedication, promise or pledge of teacher educators to behave and act according to certain established and well-accepted rules and norms, concerning mainly with student –teachers, society and profession, quest to achieve excellence and basic human values. A teacher to be called a professional should have both the behaviours in him/her the ability to do (professional competence i.e. mastery over the subject matter and its efficient delivery) and the will to do (professional commitment and integrity). "Commitment is a term that teachers frequently use in describing themselves and each other (Nias, 1981). It is a word they use to distinguish those who are caring, dedicated and who take the job seriously from those who put their own interest first". Joffres and Haughey (2001) defined professional commitment in terms of professional behaviour, "someone who is striving to improve on their practice" and in terms of the investment of time outside of school contact hours. Professional commitment has been linked to important outcomes such as improved work performance; reduce turn-over intentions and greater satisfaction at both organizational and professional levels. Higher levels of professional commitment are associated with positive behaviors that are beneficial to the organization.

Teacher commitment is a key factor influencing the teaching-learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, the intention of that teacher to maintain organizational membership and become involved in the job well beyond personal interest. Every teacher is expected to be an ideal man imbued with a high moral character. Professionally he is supposed to have rapport with all concerned with his profession. Hence he is expected to be committed towards his profession, learner, society and towards basic human values. If quality education is the goal, it can not be achieved without the sincere efforts of dedicated and committed teacher. It is the committed teacher, who can inculcate values, nurture values and help students to internalize values. Thus, it is the committed teachers that can make the Indian education system survive.

DIMENSIONS OF PROFESSIONAL COMMITMENT

The following five commitment areas (will be used in the this study) play a quite role in reshaping the teacher and teacher educators role performance and building future citizens of India (NCTE 1998).

Commitment to the learner- Commitment to learner implies teacher educators' genuine love and affection for student teachers, tolerance towards their mistakes, commitment to their progress and development, concern for their human empowerment and care for the development of quality of life among the student teachers. It includes self-analysis of teacher educators of their aggressive behaviour and write down their individual experiences in order to understand their reactions and modify their behaviour accordingly.

Commitment to the society-It refers that teacher educators are not only responsible to local community but they should also serve the society faithfully and conscientiously. This dimension of professional commitment of teacher educators basically relates to developing the sense of equity among the students of poor and illiterate parents, willingness to take initiative to advise the parents for enrichment of their child, community mobilization ,involvement in activities related to eradication of social evils, developing a close coordination and relationship among educational institutions , society and contribute constructively and meaningfully for wholesome development of society through different social and extension activities.

Commitment to the profession-This dimension involves the essential components of feeling pride in one's being in the teaching / teacher education profession. It includes dedication towards nobility of the profession, extending whole-hearted co-operation and collegiality to fellow teacher educators and other teachers, giving due respect and reverence to fellow colleagues and student teachers and positive attitude towards national welfare.

Commitment to achieve excellence for professional actions-This dimension covers statements reflecting teacher educators quest for knowledge and excellence and achieving best through their performance as teacher in terms of acquisition and transmission of knowledge and skills by their words and actions. It also includes teacher educators' involvement in various professional development activities, conducting research activities and establishing contacts with school teachers so as to know the realities of the field in order to overcome own shortcomings for becoming better and better teacher educators.

Commitment to basic values – The teachers' commitment to basic values is also very important, especially in the context of crisis of values in the present day world. The value system always acts as radar and shows to the human beings the way to follow, even though it differs not only from community to community but also from person to person. However, there are certain common values, other than those enshrined in the constitution, which need to reflected in the teachers' feeling, willing , doing and indeed as manifestation of their behaviours as teachers. It includes observance of certain common values viz. honesty, cooperation, love, truth, objectivity, regularity, rationality, dignity of hard work etc. by teacher educators for being a role model for their student.

SELF-EFFICACY

Self-efficacy refers to the teachers perception that they are equipped with the skills and ability to help students to learn and competent to develop curricula for students. The feeling of mastery in both knowledge and practice that results in accomplishing desired outcomes is critical in teachers sense of self-efficacy. Teacher with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These teachers will put forth a high degree of effort in order to meet their commitments and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacy is the belief in one's effectiveness in performing specific tasks.

As highly efficacious teachers tend to be more open to new ideas, more willing to experiment with new methods to better meet the needs of their students and more committed to teaching. People who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious. A people who have a strong or high sense of self-efficacy in a particular situation will devote their attention and put their efforts to the demand of situation when faced with obstacles and difficult situations these individuals will try harder and their efforts persists for a long time.

LIFE SATISFACTION

Life satisfaction is the need of the hour, without satisfaction man cannot lead a peaceful and prosperous life. It is a multi-dimensional concept related to psychological and environmental life conditions. It refers to an individual's well being, quality of life and happiness. It includes the capacity for enjoyment.

Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of the indicators of apparent quality of life. Together with indicators of mental and physical health, it indicates how well people thrive. Life satisfaction is defined as individual evaluation of past, current life conditions and life expectations. It is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads. Diener and Suh (2000) found that satisfaction with life is an indicator of well being. A teacher under continued emotional strain produces adverse effect on the children, dissatisfied cannot create an atmosphere of contentment and creativity. When people are happier, they tend to be more open minded and creative in their thinking. Therefore life satisfaction is considered an important variable in younger adults as well as aged citizens in different areas such as Health, Personal, Economical, Marital, Social and Job satisfaction.

WORK MOTIVATION

Motivation is the most important factor that drives every human being to reach their goals. In fact, the importance of motivation multiples at the work place. Motivation helps to do better in career, relationship, health and money. Motivation is processes that start with physiological or psychological needs that activates a behaviour or a drive that is aimed a goal. Work motivation is a process to energize employees to the work goals through a specific path. A person devotes much efforts, persistence and direction towards his profession. It is used to encourage and inspire workers to perform their jobs thoroughly and well. It enhances the quality of work. A highly motivated teacher and teacher educator work hard to achieve the performance goals. Intrinsic motivation involves engaging in a behaviour because it is personally rewarding, essentially, performing an activity for its own sake rather than the desire for some external reward. Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity in order to earn a reward or avoid a punishment. Extrinsic rewards can be used to motivate people to acquire new skills or knowledge. So, the primary difference between extrinsic and intrinsic motivation is that extrinsic motivation arises from outside of the individual while intrinsic motivation arises from within.

REVIEW OF RELATED STUDIES

The review of the related literature enables the researcher to delimit and define the problem. It keeps the researcher up- to- date on the work which have done by others. A careful review of the research journals, dissertations, thesis, books and other source of information on the problem to be investigated is one of the important steps in the planning of any research study. Keeping in view, the importance of the related literature, a review of various studies is given here:

Maheshwari (2003) reported in his study that 41% respondents suggested for more salaries and other facilities might enhance commitment among the teachers and 40.3 % respondents were in the favour of motivation by the principals. The others suggestions included increased social recognition and prestige, disincentive to the non-committed teachers, participation in decision-making and curriculum construction, qualititative improvement in the teaching-learning programme etc. They also suggested reforms in the existing education system, social climate and management, teachers, competencies, skills and social prestige of the teacher.

Giffords(2003) found that organizational and professional commitment is related to auspice. The three organizational groups were distributed along a continuum public, not for profit and propriety, with workers from public organizations reporting less commitment. In addition the finding regarding the professional commitment of social service workers appears to be related to employees ages and do their position within the organization.

Singh (2006) examined that teacher educators of aided institutions have better professional values, family relationship and job satisfaction in comparison with teacher educators of self supporting institution.

Jamal (2006) found that employees' morale as a whole and its components like workload, student misbehavior, classroom resources, poor colleague relation, etc. are predictors of organisational commitment and affective commitment.

Sharma (2008) suggested that the teacher of different age groups were equally committed. Teachers belonging to the faculty of Science and Arts were equally committed. Teachers having doctoral degree were more committed in comparison to teachers having postgraduate degree.

Sood and Anand(2010) concluded that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. They found significant differences in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience.

Sharma (2010) indicated that the job satisfaction and professional commitment of teacher educators is positively correlated. Further, found no significance difference between the professional commitment of male and female teacher educators.

Huang (2011) found no significant difference between the commitment of male and female teachers. Supportive leadership behaviour had positive relationship with teachers commitment toward school. Participative leadership behaviour had positive relationship with teachers' commitment toward group works.

Robert (2011) indicated that self-efficacy, job stress, and teaching context influence occupational commitment. Pre-service teachers displayed higher levels of commitment and less overall stress than practicing teachers.

Canrinus (2011) concluded that classroom self-efficacy was significantly related to teachers relationship satisfaction, affective occupational commitment and change in the level of teacher motivation. Relationship satisfaction with salary was both significantly related to affective occupational commitment as well as to each other. The strongest relationship was found between relationship satisfaction and affective occupational commitment.

Shah(2012) in his study found that teacher collegiality positively influenced professional commitment among teachers. A strong positive impact of teacher collegiality on professional commitment among school teachers necessitates school leadership to focus on this aspect if teachers are desired to remain highly committed and devoted to the teaching profession.

Arjunan & Balamurugan (2013) in his study found that maximum number of teachers have acquired average and low level of professional commitment. The professional commitment of the school teachers is towards the welfare of students, welfare of society, human values and academic excellence.

NEED AND SIGNIFICANCE OF THE STUDY

In the modern era, teachers and secondary teacher educators are expected to play the role of social change and modernization. However, in order to meet the challenges successfully, it is necessary to improve the quality of teacher education. It is important to study the professional commitment of teachers and secondary teacher educators. A professionally committed teacher gives equal chance and importance to all students at the right time to ensure optimum level of achievement. A committed teacher acts as an active school-classroom manager, leader and organizer of the group activities, builder of pupil's character and is often expected to undertake and promote learning activities. They have to take up the role of reforming our society, developing modern values, attitude in students, masses and work for building up of equalization, secular and socialist society. Having been placed in such a pivotal position in the whole scheme of education, it is to be ascertained as to be what extent a secondary teacher educators play his/her role effectively. If secondary teacher educators are not satisfied with his/her life not mentally healthy and not possess requisite competency, self-efficacy, commitment towards profession then results are bound to be lead a serious consequences. There is very fear of dissatisfaction, inferiority and maladjustment being transmitted to the students who are under their control and guidance. The teacher morale has gone down almost everywhere, standard have dropped and commitment is slowly eroded away. The quality of commitment can be inculcated in teacher educators through proper orientation programmes. The need of hour is painstakingly rebuild the professional identity of teacher educators, nurture their skills and professional commitment through continuing education. It must be ensured that their work reflects our constitutional values. The key to improving quality and indeed the entire edifice of our education system is to being focus back on professional commitment of secondary teacher educators. The need for improvement and enhancement of professional commitment of teacher educators is universally emphasized and highlighted in educational circles.

Different studies revealed that professional commitment of teacher educators were studied at different level in different combination but till date professional commitment of secondary teacher educators was not studied in the combination of self-efficacy, life satisfaction and work motivation. Keeping this into view, it is worthwhile to investigate the relationship between professional commitment of secondary teacher educators with regard to self-efficacy, life satisfaction and work motivation. Secondary teacher

educators will train the future teacher effectively if they will be professionally committed. Beside the fact that results of this study will be helpful for secondary teacher educators, other teacher educators, principal of B.Ed. colleges, educational planners and planners of professional development programme for teacher educators at academic staff colleges will also be benefited from the result of this study.

STATEMENT OF THE PROBLEM

"Self-efficacy, Life Satisfaction and Work Motivation as predictors of Professional Commitment Among Secondary Teacher Educators"

OBJECTIVES OF THE STUDY

1) To study level of professional commitment among secondary teacher educators.

2) To study the difference in following dimensions of professional commitment of secondary teacher educators in relation to their high and low level of self-efficacy:

   i. Commitment to the learner

   ii. Commitment to the society

   iii. Commitment to the profession

   iv. Commitment to achieve excellence for professional actions

   v. Commitment to basic values

   vi. overall

3) To study the difference in following dimensions of professional commitment of secondary teacher educators in relation to their different level of life satisfaction:

   i. Commitment to the learner

   ii. Commitment to the society

   iii. Commitment to the profession

   iv. Commitment to achieve excellence for professional actions

   v. Commitment to basic values

   vi. overall

4) To study the interaction between level of self-efficacy and life satisfaction with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

5) To study the correlation between self-efficacy and professional commitment (overall and dimension wise) of secondary teacher educators.

6) To study the correlation between life satisfaction and professional commitment (overall and dimension wise) of secondary teacher educators.

7) To study the difference in following dimensions of professional commitment of secondary teacher educators in relation to their intrinsic and extrinsic motivation :

   i. Commitment to the learner

   ii. Commitment to the society

   iii. Commitment to the profession

   iv. Commitment to achieve excellence for professional actions

   v. Commitment to basic values

   vi. overall

8) To study the interaction between level of self-efficacy and work motivation with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

9) To study the interaction between level of life satisfaction and work motivation with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

10) To study the correlation between work motivation and professional commitment (overall and dimension wise) of secondary teacher educators.

11) To study the interaction between level of self-efficacy, life satisfaction and work motivation with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

12) To find out and compare the predictive efficacy of self-efficacy, life satisfaction and work motivation in determining the following dimension of Professional Commitment of secondary teacher educators.

i. Commitment to the learner

ii. Commitment to the society

iii. Commitment to the profession

iv. Commitment to achieve excellence for professional actions

v. Commitment to basic values

vi. overall

HYPOTHESES OF THE STUDY

The following research hypotheses will be formulated in this study:

1) Secondary teacher educators having high and low self-efficacy do not differ significantly in following dimensions of their professional commitment:

    i. Commitment to the learner

    ii. Commitment to the society

    iii. Commitment to the profession

    iv. Commitment to achieve excellence for professional actions

    v. Commitment to basic values

    vi. overall

2) Secondary teacher educators having different level of life satisfaction do not differ significantly in following dimensions of their professional commitment:

    i. Commitment to the learner

    ii. Commitment to the society

    iii. Commitment to the profession

    iv. Commitment to achieve excellence for professional actions

    v. Commitment to basic values

    vi. overall

3) Level of self-efficacy and life satisfaction do not interact significantly with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

4) There exists no significant relationship between self-efficacy and professional commitment (overall and dimension wise) of secondary teacher educators.

5) There exists no significant relationship between life satisfaction and professional commitment (overall and dimension wise) of secondary teacher educators.

6) Secondary teacher educators having intrinsic and extrinsic motivation do not differ significantly in following dimensions of their professional commitment:

    i. Commitment to the learner
    ii. Commitment to the society
    iii. Commitment to the profession
    iv. Commitment to achieve excellence for professional actions
    v. Commitment to basic values
    vi. overall

7) Level of self-efficacy and work motivation do not interact significantly with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

8) Level of life satisfaction and work motivation do not interact significantly with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

9) There exists no significant relationship between work motivation and professional commitment (overall and dimension wise) of secondary teacher educators.

10) Level of self-efficacy, life satisfaction and work motivation do not interact significantly with regard to professional commitment (overall and dimension wise) of secondary teacher educators.

DELIMITATIONS OF THE STUDY

1) The study will be delimited to 60 private B.Ed. colleges affiliated to Himachal Pradesh University Shimla.
2) The study will be delimited to secondary teacher educators working in private B.Ed. colleges of Himachal Pradesh.
3) The study will be delimited in terms of variable used i.e. Professional Commitment as dependent variable and Self-efficacy, Life Satisfaction, Work Motivation as independent variables.

OPERATIONAL DEFINITIONS OF KEY TERMS USED

Professional Commitment: Professional commitment refers to dedication, promise or pledge of secondary teacher educators to behave and act according to certain established and well-accepted rules and norms, here it is concerning mainly with secondary teacher educators commitment towards the learner, society, profession, to achieve excellence for professional actions and commitment towards basic values.

Self-Efficacy: Self- efficacy implies belief in one's capabilities to achieve a goal or an outcome. Self-efficacy refers to the teachers' perception that they are equipped with the skills and abilities to help students. Here self-efficacy is belief in one's capabilities to organize and execute the course of action required to manage prospective situations.

Life Satisfaction: Life satisfaction means as to how a person evaluates his own life or how much satisfaction he feels with his life. It refers to the overall quality of life he has been able to enjoy during his life, here life satisfaction of secondary teacher educators is related to health, personal economic, marital, social and job satisfaction.

Work Motivation: Work motivation is a process to energize employees to the work goals through a specific path. A person devotes much efforts, persistence and direction towards his vocation. Work motivation enhances the quality of work. A highly motivated teacher educators work hard to achieve the goals. Here work motivation implies intrinsic and extrinsic motivation. Extrinsic motivation arises from outside of the individual while intrinsic motivation arises from within.

Secondary Teacher Educators: It refers to those teachers who teach B.Ed. trainees in the private B.Ed. colleges affiliated to Himachal Pradesh University Shimla.

METHODOLOGY

To conduct this study the 'Survey Technique' under Descriptive Method of Research will be used by the investigator.

SAMPLING

In this study Multistage sampling will be employed for the selection of sample. Firstly on the basis of their establishment all the private B.Ed. colleges will be ordered in a series then from these private B.Ed. colleges, 13 B.Ed. colleges will be rejected by using table of random number. In this way we will select 60 private B.Ed. colleges. Out of these 60 private B.Ed. colleges sample of approximately 400 male and female secondary teacher educators will be selected through incidental sampling.

RESEARCH TOOLS TO BE USED

For measuring the Professional Commitment of secondary teacher educators, Professional commitment scale for teacher educators developed by Sood (2011) will be used. This scale comprised of total 70 items in five major dimensions of professional commitment i.e. Commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence for professional actions and commitment to basic values. The dimension of commitment to learner consists of 15 items, commitment to the society 14 items, commitment to the profession 14 items, commitment to achieve excellence for excellence for professional actions 15 items and commitment to basic values consists of 12 items. In this scale sixty five items are positively worded and five items with serial number 6, 9, 36, 40, 68 which are negatively worded. These items were developed in statement form with five point scale. The five alternative responses to each items were; Always, Frequently, Sometimes, Rarely and Never. These items were answered on any one of five alternatives which ranged from most committed to least committed behaviour of teacher educators. For reliability of scale the test retest reliability and internal consistency of the scale was found. The product moment correlation 'r' i.e. reliability index between two testing situation came out to be 0.79 thereby indicating that the scale is reliable enough to measure professional commitment of teacher educators. The validity of professional commitment scale was

ascertained in the following ways; (i) Criterion Related Validity (ii) Content Validity (iii) Item validity (iv) Intrinsic validity (v) Face validity. In case of criterion related the karl Pearson's Product Moment Correlation that came out to be 0.57 which is significant at 0.01 level of significance for df 61.

For measuring the self-efficacy of secondary teacher educators the General Self-efficacy scale adapted by Attri (2005) will be used in this study. This scale consists of 10 items. Concurrent validity was obtained .708 which is found to be highly significant (<.01). Test –Retest reliability of Hindi version of this scale was.708 which is quite high and significant.

For measuring the life satisfaction of secondary teacher educators, life satisfaction scale developed by Alam and Srivastava (2001) will be used by the investigator. This scale consists of 60 items related to six areas of life viz. Health, Personal, Economic, Marital, Social and job satisfaction. The responses are to be given in Yes/No .Yes response indicates the satisfaction, whereas no indicates dissatisfaction. The test retest reliability was computed and obtained quotient was .84. The validity of the scale was obtained by correlating it with Saxena's Adjustment inventory and Srivastava Adjustment inventory. The quotient obtained was .74 and .84 respectively.

Research Tool to be developed

In order to measure the Work Motivation of secondary teacher educators the researcher herself construct and standardized work motivation scale.

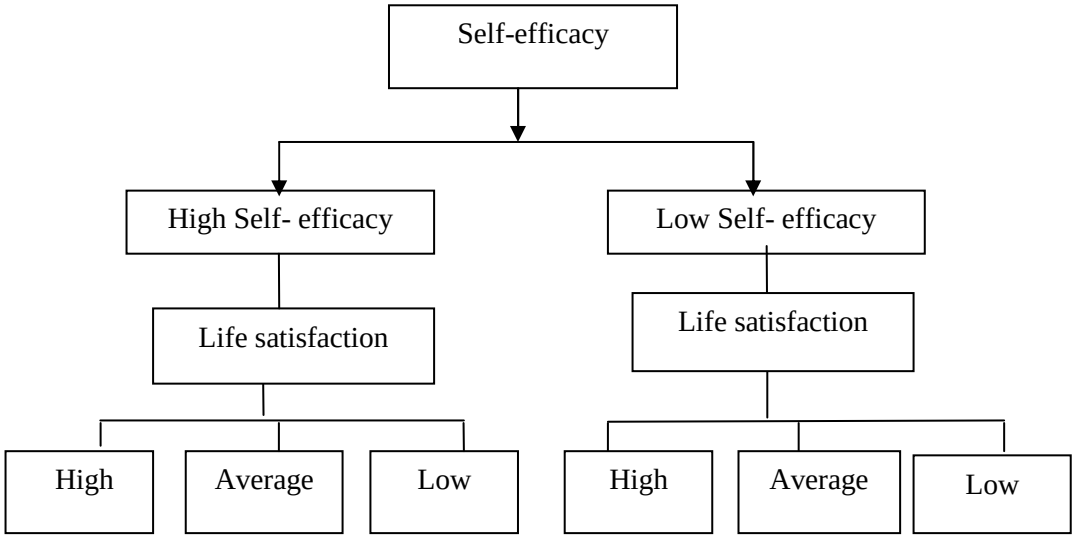
The investigator will develop work motivation scale by employing the following steps:

1. **Item pool**-Firstly, the investigator will prepare a list of items/statements which will be pooled from various sources. The items will be pooled after carrying out critical discussions and getting the statements of opinions from the experts, researchers, psychologists, experienced teachers and teacher educators. The scale will be Likert type in nature.
2. **Revision and editing of the item pool**- After writing the statements, they will be edited and revised. For this, the item pool will be given to experts from the field as well as technical & language experts to judge the content accuracy of each item and its relevance. After carrying out personal discussion about each statement with the experts, their suggestions will be taken into consideration in order to remove any sort of technical, logical and linguistic ambiguity of the statements.

3. **Item analysis of the preliminary draft-**For carrying out item analysis, the preliminary draft of the scale will be tried out on a representative sample of secondary teacher educators. After try out of the preliminary draft of the tool, the investigator will proceed with the technique of item analysis for the selection of statements for the final form of the scale. For this, the investigator will calculate 't'-value for each statement separately.
4. **Estimation of reliability-** The reliability of the work motivation scale will be determined by employing two methods i.e. test retest method and split half method.
5. **Ascertaining of validity**-The validity of the work motivation scale will be determined in terms of content validity and criterion related validity.

DESIGNS OF THE STUDY

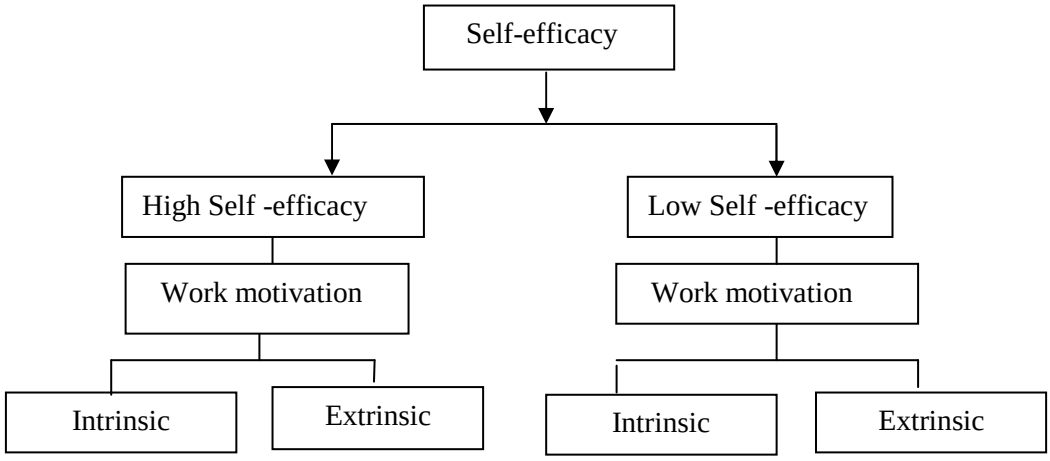
1. Main and interactional effects of level of self-efficacy and life satisfaction (2X3 Research Design)



Scores on following dimensions of dependent variable i.e. Professional Commitment dependent variable:

i. Commitment to the learner
ii. Commitment to the society
iii. Commitment to the profession
iv. Commitment to achieve excellence for professional actions
v. Commitment to basic values
vi. Overall

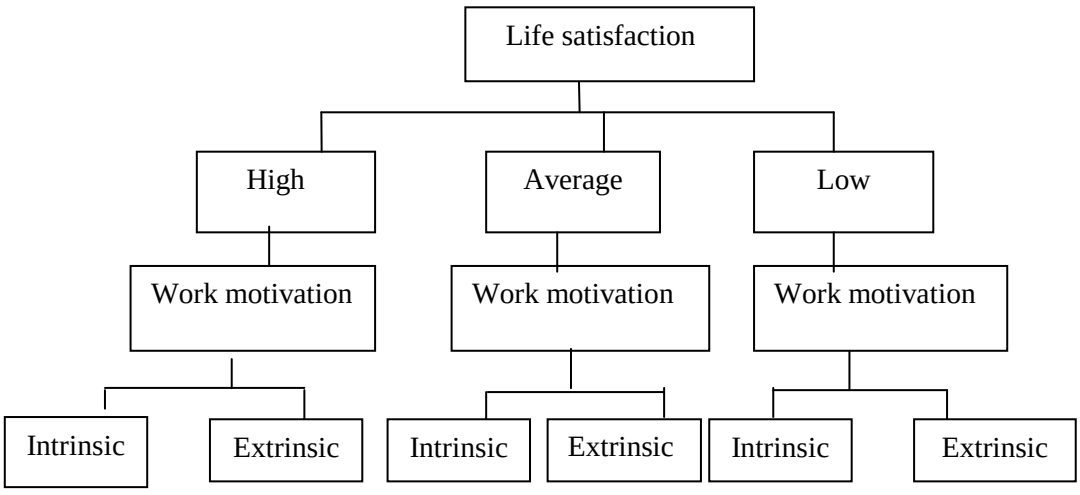
2. Main and interactional effects of level of self-efficacy and work motivation(2X2 Research Design)



Scores on following dimensions of dependent variable i.e. professional commitment:

i. Commitment to the learner
ii. Commitment to the society
iii. Commitment to the profession
iv. Commitment to achieve excellence for professional actions
v. Commitment to basic values
vi. overall

3. Main and interactional effects of level of life satisfaction and work motivation (3X2 Research Design)



Scores on following dimensions of dependent variable i.e. Professional Commitment

i. Commitment to the learner

ii. Commitment to the society

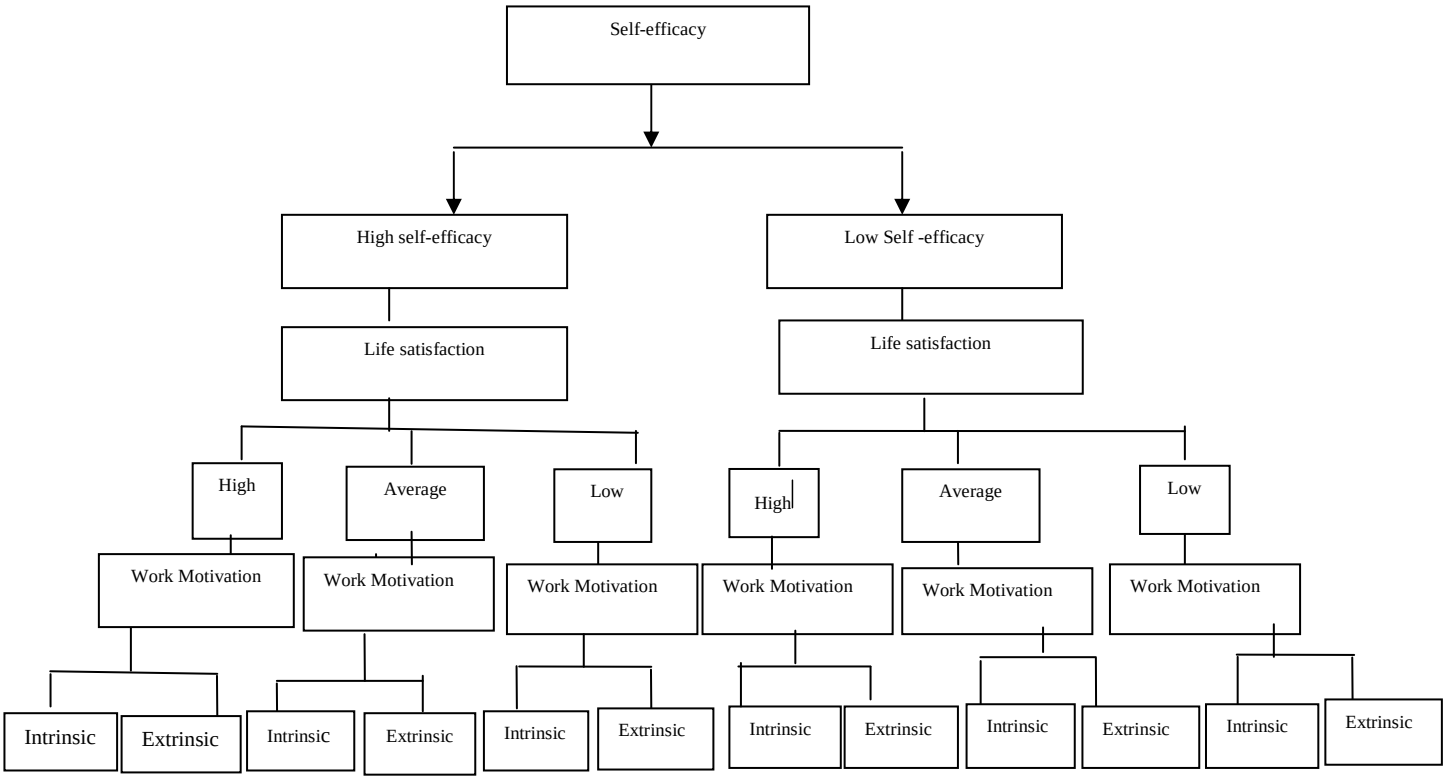
iii. Commitment to the profession

iv. Commitment to achieve excellence for professional actions

v. Commitment to basic values

vi. overall

4. Main and interactional effects of level of self-efficacy, life satisfaction and work motivation (2X3X2 Research Design)



Scores on following dimensions of dependent variable i.e. Professional Commitment:

i. Commitment to the learner

ii. Commitment to the society

iii. Commitment to the profession

iv. Commitment to achieve excellence for professional actions

v. Commitment to basic values

vi. overall

STATISTICAL TECHNIQUES TO BE EMPLOYED

In order to classify secondary teacher educators into different categories on the basis of their self-efficacy, life satisfaction and work motivation scores, the Mean and Standard Deviation (S.D.) values on the respective variable will be taken into consideration.

't-test' will be employed to test the significance differences between two mean scores of dependent variable i.e. professional commitment with regard to independent variables i.e. self-efficacy, life satisfaction ,work motivation of secondary teacher educators.

To find out the correlation between professional commitment and self-efficacy, life satisfaction, work motivation of secondary teacher educators the Product Moment Correlation will be used.

To find out main and interactional effects of self-efficacy, life satisfaction, work motivation on professional commitment of secondary teacher educators, the statistical technique "Analysis of Variance" (ANOVA) will be used.

To study the predictive efficacy of self-efficacy, life satisfaction, work motivation in determining the professional commitment of secondary teacher educators the techniques of simple linear regression will be employed and simple regression equations will be work out.

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